

2.2 GERMAN COLONIALISM

What is a country's historical responsibility for past injustices committed?

C3 Framework Indicator	<p>D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.</p> <p>D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.</p>	
Staging the Compelling Question	In this inquiry students will learn about German colonialism, how it is addressed in Germany today, and payment of reparations for crimes committed.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What was German colonialism?	How is Germany's colonial past represented in Germany today?	What is modern Germany's responsibility when dealing with the colonial period?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Using event strips from 1884 to 1919 and from 1985 to 2021, student groups will create a timeline of German colonialism.	In groups, students will learn about the history of Berlin-Wedding's African Quarter, the anticolonial memorial in Bremen, the Benin Bronzes, Tanzania Park, and the Carl-Peters memorial in Hannover.	Students will indicate their positions on specific topics about modern Germany's responsibility when dealing with its colonial past.
Featured Sources	Featured Sources	Featured Sources
Source A: Handout 2.2.1	<p>Source A: Colonial traces – The African Quarter in Berlin-Wedding</p> <p>Source B: Anticolonial Elephant Statue in Bremen</p> <p>Source C: Benin Bronzes</p> <p>Source D: Carl Peters-Memorial</p> <p>Source E: Tanzania-Park</p>	Source A: PowerPoint 2.2
Summative Performance Task	<p>Argument: Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical or contemporary sources while acknowledging competing views.</p> <p>Extension 1: As of August 2019, the United States controlled five unincorporated, organized, inhabited territories. Research these territories and develop a presentation of what you have learned.</p> <p>Extension 2: In groups, students should design a memorial or monument to a specific person or historical event in their country, and explain the reason for their choices.</p>	
Taking Informed Action	<p>Understand: The United States has been negligent in making reparations and offering official apologies to several groups for past injustices.</p> <p>Assess: Using the history.com website, research the status of reparations and official apologies to the numerous groups discussed.</p> <p>Act: Select one or two groups discussed on the website and create a presentation to share with classmates.</p>	

❓ COMPELLING QUESTION

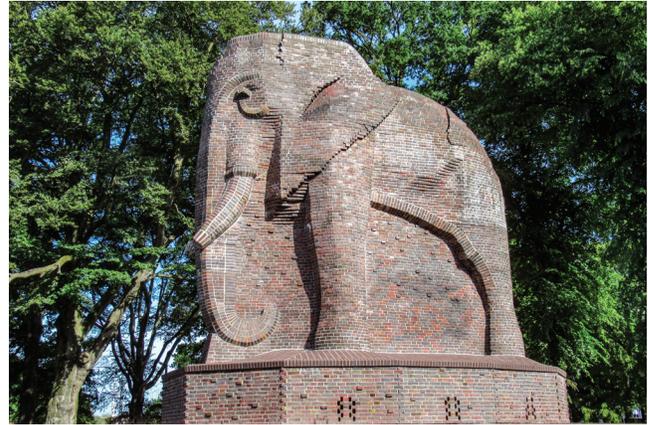
- What is a country's historical responsibility for past injustices committed?

INQUIRY OVERVIEW

In this inquiry students will learn about German colonialism, how it is addressed in Germany today, and payment of reparations for crimes committed.

TEACHER BACKGROUND

German colonialism coincided with the latter stages of the “Scramble for Africa” (the invasion, occupation, division, and colonization of African territory by European powers). During this time, the 1880s until the start of World War II, European nations saw Africa as a way to increase their profits by exploiting the abundance of natural resources on the continent. Some Europeans falsely argued that by colonizing Africa, they were also exporting civilization to the continent. In reality, colonization was driven by economic, political, and religious interests, and it would decimate traditional African societies and economies. Europeans would benefit enormously from the exploitation of Africa and the draining of the continent's resources.¹



In 1884, Germany acquired several territories in Africa: German East Africa (including present-day Burundi, Rwanda, and the mainland part of Tanzania), German South West Africa (present-day Namibia), German Cameroon (including parts of present-day Cameroon, Gabon, Congo, Central African Republic, Chad, and Nigeria); and Togoland (present-day Togo and parts of Ghana).

German South West Africa

During the seventeenth and eighteenth centuries, the Herero, an ethnic group, migrated to what is today Namibia from the east and established themselves as herders. In the beginning of the nineteenth century, the Nama from South Africa arrived. In 1883, a German settler, Adolf Lüderitz, purchased land that became the first constituted German colony in 1884. Soon after, conflicts between the colonists and the Herero began.

By 1903, some 3,000 Germans had settled in the colony, drawn by economic opportunity in mining and farming. There were frequently disputes about access to water and land, and legal discrimination against the native population by the colonialists. By mid-1904, the tensions in the colony had peaked. Led by Chief Samuel Maherero, the Herero and Nama began a large rebellion against the colonists. This resulted in a conflict between the Herero and the German colonists that lasted until 1907.²

In August 1904, the Waterberg Battle, the most decisive battle of the conflict, took place, resulting in the defeat of the Herero. In October 1904, during the aftermath of the Waterberg Battle, German general Lothar von Trotha issued orders to kill every male Herero and drive the women and children into the surrounding desert. When the order was lifted at the end of 1904, prisoners were forced into concentration camps in the colony. Most died from abuse, disease, and starvation. The last and most brutal concentration camp, Shark Island, was closed in early 1907.

Roughly 80,000 Herero lived in German South West Africa at the beginning of German colonial rule over the area. After the

1 New World Encyclopedia. (n.d.). *Scramble for Africa*. Retrieved April 11, 2021, from https://www.newworldencyclopedia.org/entry/Scramble_for_Africa.

2 Erichsen, C. (n.d.). *German-Herero conflict of 1904-1907*. Retrieved October 12, 2021, from <https://www.britannica.com/topic/german-herero-conflict-of-1904-1907>.

conflict, they numbered approximately 15,000. In a period of only four years, approximately 65,000 Herero, 75 percent of the Herero population, and 10,000 Nama people had been ruthlessly murdered by German colonial forces.³

Germany's colonial period ended in 1919 with the Treaty of Versailles, following World War I, when its territories were confiscated and distributed to the victors.

In 1985, the United Nations classified the German's handling of the rebellion as an attempt to exterminate the Herero and Nama peoples of South West Africa, and therefore one of the earliest attempts of genocide in the twentieth century.

During and after the German colonialization of Africa, memorials were constructed and streets were named in Germany in honor of colonial leaders like Carl Peters, Lothar von Trotha, Adolf Lüderitz, and Hermann von Wissmann. During the West German student protests in 1968, "students attempted to topple a Hamburg memorial to Hermann von Wissmann, founder of the German colonial armed force, the *Schutztruppe*. These efforts reflected the students' views on the continued legacies of colonialism and imperialism in West German and around the world. After the second, successful attempt to tear down Wissmann's likeness, the memorial went into storage, an apparent victory for the students. Yet, despite the attention that the authorities, the media, and the public gave these events, little seemed to change."⁴ Some streets bearing colonial-era names, like Petersallee and Lüderitzstraße in the African Quarter in Berlin, were only changed in 2018.

As of 2021, Berlin is home to numerous memorials to atrocities committed by Germans, such as the Memorial to the Murdered Jews of Europe and the Memorial to the Sinti and Roma Victims of National Socialism, but there is no commemoration acknowledging the genocide of the Herero and Nama people in the capital. Activists have advocated for the renaming of streets and reexamining of the German colonial legacy for decades. A strong link has been found between the ideas developed during the German colonial era to the Nazi period that followed. Activists received more attention when the Black Lives Matter movement gained momentum in Germany in 2020, stirring up calls for change in civil society.

For decades, the descendants of victims, inside and outside of Namibia, have called on Germany to officially acknowledge the genocide, apologize, and begin reparations. In May 2021, the German government made a formal state apology acknowledging the murder of Herero and Nama peoples as genocide. Germany plans to support Namibia and the descendants of the victims with a 1.1 billion euro "rebuilding and development" program.⁴

► Sources

- Bundeszentrale für politische Bildung. (May 21, 2005). Deutschland in Afrika – Der Kolonialismus und seine Nachwirkungen. <https://www.bpb.de/internationales/afrika/afrika/58870/deutschland-in-afrika>.
- Lumen Learning. (n.d.). Germany and the Desire for Colonies. Retrieved March 19, 2021, from <https://courses.lumenlearning.com/boundless-worldhistory/chapter/german-imperialism/>.

 **TIME:** Two to three 45-minute class periods

INSTRUCTIONAL RESOURCES

- German Colonialism Timeline (**Handout 2.2.1**)
- Historical Responsibility (**PowerPoint 2.2**)
- Anticolonial Elephant Statue in Bremen – BBC Sounds. (11 Aug 2020). How the German City Addresses Its Colonial Past by Rededicating a Famous Monument. [https://www.bbc.co.uk/sounds/play/w3cszmp. \(8:59\)](https://www.bbc.co.uk/sounds/play/w3cszmp. (8:59))
- BBC News. (2017, October 12). Namibia's Reparations and Germany's First Genocide. Retrieved March 25, 2021, from <https://www.bbc.com/news/av/world-africa-41596617>.



www.goethe.de/top/letsexplore

3 Verber, J. (2010). *Building Up and Tearing Down the Myth of German Colonialism: Colonial Denkmale and Mahnmale after 1945*. Memorialization in Germany since 1945, Springer. https://link.springer.com/chapter/10.1057%2F9780230248502_33.

4 Moulson, G. (2021, May 28). *Germany Recognizes Colonial Killings in Namibia as Genocide*. AP NEWS. <https://apnews.com/article/world-news-europe-germany-africa-namibia-6dee789b4136c16a2bd85e144545e2ec>.

- Benin-Bronzes – Germany Plans to Return Looted Benin Bronzes to Nigeria. Will Other Countries Follow Suit? *The World*. Retrieved September 24, 2021, from <https://www.pri.org/stories/2021-05-17/germany-plans-return-looted-benin-bronze-s-nigeria-will-other-countries-follow>. (5:46)
- Blakemore, E. (2019, August 28). The Thorny History of Reparations in the United States. <https://www.history.com/news/reparations-slavery-native-americans-japanese-internment>.
- Boundless World History. (n.d.). German Imperialism. Retrieved April 14, 2021, from <https://courses.lumenlearning.com/boundless-worldhistory/chapter/german-imperialism/>.
- Britannica. (n.d.). German-Herero Conflict of 1904–07. Retrieved March 22, 2021, from <https://www.britannica.com/topic/German-Herero-conflict-of-1904-1907>.
- Carl Peters-Memorial. (n.d.). *Wiki*. Retrieved September 24, 2021, from https://second.wiki/wiki/karl-peters-denkmal_hannover.
- Colonial Traces – The African Quarter in Berlin-Wedding. (n.d.). *Izi Travel*. Retrieved March 17, 2021, from <https://izi.travel/en/da29-colonial-traces-the-african-quarter-in-berlin-wedding/en#f6a73638-d942-48cd-8adc-4e64606e78ac>.
- Facing History and Ourselves. (n.d.). Four Corners Debate. Retrieved March 17, 2021, from <https://www.facinghistory.org/resource-library/teaching-strategies/four-corners>.
- Tansania-Park. (n.d.). *Wiki*. Retrieved September 24, 2021, from <https://second.wiki/wiki/tansania-park>.

INTRODUCTORY QUESTION

Project the map of Colonial Southern Africa, 1884–1905.

Ask students what conclusions they can draw about who controlled southern Africa in the late nineteenth century. Which countries were involved? When did they become involved? Which countries had the most land? The least? Do you think the indigenous peoples of African were involved in this partition of Africa? Why or why not?

Introduce the term *colonialism* and its definition: control by one power over a dependent area or people (<https://www.merriam-webster.com/dictionary/colonialism>).

Discuss the definition in relation to students' conclusions about the map.

► Resource

- *Encyclopedia Britannica*. (n.d.). German-Herero Conflict of 1904–07. Retrieved April 22, 2021, from <https://www.britannica.com/topic/German-Herero-conflict-of-1904-1907>.

? SUPPORTING QUESTION 1

What was German colonialism?

► Formative Performance Task

Divide the class into small groups. Distribute the event strips from **Handout 2.2.1** to each group. Make sure the strips are not in chronological order.

After determining the meaning of underlined words, each group should discuss what events are being described.

Post dates from 1884 to 1919 and from 1985 to 2021 on the wall or floor to create a timeline. Each group should place their strips in the correct location on the timeline. This can be done by either the group as a whole or individual group members placing strips.

As a class, examine the timeline to answer the supporting question. Ask students which events they found significant, surprising, or in need of further investigation.

Teachers may have students view the BBC News video, Namibia's Reparations and Germany's First Genocide (caution: contains upsetting scenes).

► Resources

- BBC News. (2017, October 12). Namibia's reparations and Germany's first genocide. <https://www.bbc.com/news/av/world-africa-41596617>. (2:32)
- German Colonialism Timeline (**Handout 2.2.1**)

? SUPPORTING QUESTION 2

How is Germany's colonial past represented in Germany today?

► Formative Performance Task

Explain to students that in German cities many reminders of Germany's colonial past exist, for example, in Berlin-Wedding's African Quarter, Hannover, and Bremen.

Divide the class into five groups and assign each group one of the following topics to research (websites for students are listed in the resources):

- Visit the Colonial Traces website to take a tour of Berlin-Wedding's African Quarter. (Audio of text is available.)
- Listen to the clip from BBC Sound to learn about the De-colonial Elephant Statue in Bremen.
- Listen to the clip on Benin Bronzes to learn how Germany is dealing with returning looted relics to their countries of origin in Africa.
- Read about the Carl Peters-Monument in Hannover, which was erected in honor the colonialists.
- Learn about the Tanzania-Park and the Askari-Monument in Hamburg.

While student groups complete their research, ask them to list what they have learned and what questions they still may have.

One or two students from each group should share their findings with the class. Discuss student responses, answering any questions if possible. If unable to answer a question, encourage students to do further research.

Explain to students that as of 2021, Berlin is home to numerous memorials to atrocities committed by Germans, such as the Memorial to the Murdered Jews of Europe and the Memorial to the Sinti and Roma Victims of National Socialism, but there is no commemoration of the genocide of the Herero and Nama people in the capital. Ask students whether they believe that Germany has a responsibility to build a monument in Berlin. Discuss with the class why students feel this is important or why not.

► Resources

- Anticolonial Elephant Statue in Bremen – BBC Sounds. (2020, Aug. 11). How the German City Addresses Its Colonial Past by Rededicating a Famous Monument. <https://www.bbc.co.uk/sounds/play/w3cszmp>. (8:59)
- Benin-Bronzes – Germany Plans to Return Looted Benin Bronzes to Nigeria. Will Other Countries Follow Suit? *The World*. Retrieved September 24, 2021, from <https://www.pri.org/stories/2021-05-17/germany-plans-return-looted-benin-bronze-s-nigeria-will-other-countries-follow>. (5:46)
- Colonial traces – The African Quarter in Berlin-Wedding. (n.d.). *Izi Travel*. Retrieved March 17, 2021, from <https://izi.travel/en/da29-colonial-traces-the-african-quarter-in-berlin-wedding/en#f6a73638-d942-48cd-8adc-4e64606e78ac>.
- Carl Peters-Monument. (n.d.). Wiki. Retrieved September 24, 2021, from https://second.wiki/wiki/karl-peters-denkmal_hannover.
- Tanzania-Park. (n.d.). Wiki. Retrieved September 24, 2021, from <https://second.wiki/wiki/tanzania-park>.

❓ SUPPORTING QUESTION 3

What is modern Germany's responsibility for dealing with its colonial period?

➤ Formative Performance Task

This task, a Four Corners Debate, will ask students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position.

First, label the four corners of the room with signs: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."

PowerPoint 2.2 provides a brief background for and introduces each statement for the topics: Berlin's African Quarter, ethnological collections, and reparations. View the PowerPoint, while discussing the background provided and referring to what was learned in **Formative Performance Tasks 1 and 2**. Then share the statement for each topic.

After students have considered their personal response to each statement, ask students to move to the corner of the room that best represents their opinion. Once students are in their places, ask for volunteers to justify their position.

➤ Resources

- Historical Responsibility (**PowerPoint 2.2**)
- Facing History and Ourselves. (n.d.). Four Corners Debate. Retrieved March 17, 2021, from <https://www.facinghistory.org/resource-library/teaching-strategies/four-corners>.

✔️ SUMMATIVE PERFORMANCE TASK

What is a country's historical responsibility for past injustices committed?

Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.

⊕ EXTENSION (OPTIONAL) TASK 1

In addition to the fifty states, the United States contains unincorporated organized territories that are governed by and subject to parts of the U.S. Constitution but do not have state status. As of August 2019, the United States controlled five unincorporated, organized, inhabited territories: Puerto Rico, Guam, Northern Mariana Islands, the U.S. Virgin Islands, and American Samoa were acquired through cession, purchase, and occupation.

Research each of these five unincorporated territories, including where are they located, what size, number of inhabitants, how each became an unincorporated organized territory, what kind of government exists, what are the primary jobs, and other facts you find interesting.

Develop a presentation of what you have learned to share with classmates.

⊕ EXTENSION (OPTIONAL) TASK 2

In groups, students design a memorial or monument to a specific person or historical event in their country and explain the reason for their choices.

★ TAKING INFORMED ACTION

Understand: The United States has been negligent in making reparations and offering official apologies to several groups for past injustices.

Assess: Using the history.com website, research the status of reparations and official apologies to the numerous groups discussed.

Act: Select one or two groups discussed on the website and create a presentation to share with classmates.

► Resource

- Blakemore, E. (2019, August 28). The thorny history of reparations in the United States. <https://www.history.com/news/reparations-slavery-native-americans-japanese-internment>.

CONCEPTS LIST

- African Quarter/*Afrikanisches Viertel*
- Colonialism
- German South West Africa
- Ethnological
- Herero
- Namibia
- Reparations
- Nama
- Genocide